

The Minimum Core

This handout will cover:

- What is the minimum core?
- Demonstrating the minimum core
- Improving your personal skills
- Evidencing the minimum core: planning; delivering; assessing
- Reading list
- Website list

What is the minimum core?

The minimum core consists of four elements, which are:

- literacy
- language
- numeracy
- information and communication technology (ICT).

These elements should be demonstrated as part of your teaching role, and are known as personal skills. This will enable you to support your learners with their English, maths and ICT (also known as functional skills).

If you are not competent or confident at demonstrating the personal skills of the four elements, you might be making errors and not know any different. Part of your role might be to embed the functional skills of English, maths, and ICT within your teaching. If so, you will need to enable your learners to demonstrate these skills themselves, which are similar to the skills you will demonstrate as part of the minimum core.

The elements are integrated into two mandatory units of the Diploma:

- Teaching, learning and assessment in education and training.
- Developing teaching, learning and assessment in education and training.

Your observer may be looking for evidence of how you demonstrate your personal skills of the minimum core elements when they visit you.

The minimum core aims to:

- *clarify the expected minimum level of literacy, language, numeracy and ICT skills of further education teachers*
- *emphasise that learners' literacy, language, numeracy and ICT skills may need to be developed for them to achieve their chosen qualification*

- *encourage the development of inclusive practices to meet the needs of all learners*
- *highlight the benefits of using embedded approaches in developing learners' literacy, language, numeracy and ICT skills*
- *promote collaborative practice between vocational specialists and literacy, language, numeracy and ICT specialists*
- *provide links to useful reading, resources and CPD activities to support teachers' own skills and those of their learners (ETF 2016 page 4). <https://goo.gl/Th9vp4>*

The knowledge and understanding required for you to demonstrate your competence in the personal skills should be taught as part of the Diploma programme you are undertaking. The taught aspects are often referred to as *Part A*, with your personal skills referred to as *Part B*. This is due to the referencing of the sections of the document they are listed in. You can download the Education and Training (ETF) document here: <https://goo.gl/Th9vp4>

Demonstrating the minimum core

Some examples of demonstrating the minimum core's personal skills during your sessions are:

- Literacy – reading, writing, spelling, grammar, punctuation, syntax
- Language – speaking, listening, discussing, role play, interviews
- Numeracy – calculations, interpretations, evaluations, measurements
- ICT – online applications, e-learning programs, word processing, use of an interactive whiteboard and/or virtual learning environment (VLE), writing e-mails, using video conferencing, using programs and apps, using podcasts and other aspects of technology.

Improving your personal skills

When you are teaching, your learners will trust and believe you. For example, if you spell words incorrectly in a handout or a visual presentation, your learners will think the spelling is correct just because you are their teacher, and they expect you to be right.

You might like to take on some additional training, for example; computing skills, relevant reading and research, English or maths classes, and update your continuing professional development (CPD)/

A table follows with examples of the four minimum core skills for planning, delivering and assessing inclusive teaching and learning, including possible evidence you could provide to demonstrate your competence.

	Literacy	Language	Numeracy	ICT
Planning	<ul style="list-style-type: none"> Reading and annotating the qualification guidance to ascertain what the requirements are for your subject Analysing and interpreting the programme or qualification requirements to devise a scheme of work, group profile and session plans Differentiating activities and resources to meet the needs of individual learners Checking spelling, grammar, punctuation and syntax of all documents and resources created <p>Examples of evidence include:</p> <ul style="list-style-type: none"> individual learning plans initial and diagnostic assessment activities and materials such as skills scans, English and maths tests, or questions regarding learning difficulties or disabilities scheme of work group profile session plans tutorial review records 	<ul style="list-style-type: none"> Using clear language when giving instructions (at an appropriate level) e.g. when using initial and diagnostic assessments Avoiding the use of jargon wherever possible and explaining acronyms and abbreviations Offering opportunities for learners to discuss their individual needs and how any special arrangements will work within the group and the learning environment Constructing logical and realistic individual learning plans <p>Examples of evidence include:</p> <ul style="list-style-type: none"> a visual or digital recording of you speaking to your learners and responding to their questions (with their permission) a copy of an induction presentation you have created to enable learners' understanding of the programme or qualification requirements 	<ul style="list-style-type: none"> Breaking down the overall number of hours for your programme into an appropriate timeframe for delivery and assessment, i.e. the number of weeks, number of sessions, number of activities Calculating how long it will take to devise various aspects of the planning process, for example, how long will initial assessments take and will you need to adjust this based on any differing individual requirements? Calculating how long activities will take during sessions <p>Examples of evidence include:</p> <ul style="list-style-type: none"> an analysis of retention and achievement targets compared to previous years and the current application figures an analysis of skills scans results an evaluation of initial and diagnostic assessment 	<ul style="list-style-type: none"> Creating and adapting promotional materials relevant to your programme, for example, information leaflets Preparing online initial assessment materials, uploading documents to a virtual learning environment (VLE) or other system Using a word processor or other application to record the results of your learners' initial and diagnostic assessments, for example, producing and updating an electronic ILP Using e-mail or social networking to communicate appropriately <p>Examples of evidence include:</p> <ul style="list-style-type: none"> using an electronic registration system to record your learners' attendance using the internet for research purposes, for example, ascertaining updates to relevant legislation, finding information about a particular topic you have planned to deliver. using new technology for activities such as an online

			<p>results</p> <ul style="list-style-type: none"> calculations showing the number of sessions and hours within a scheme of work, and timings of activities in a session plan 	<p>enrolment, welcome surveys and completing learning preference questionnaires</p> <ul style="list-style-type: none"> using digital media for visual/audio recording and playback of initial assessment activities a visual recording of you using technology which you have used or adapted to meet the needs of your learners, for example, uploading materials, communicating, negotiating work activities and agreeing deadlines links to audio, digital and electronic materials and records copies of e-mails copies of online communications, polls and surveys copies of online learning preference questionnaire results and how they inform the planning process
Delivering	<ul style="list-style-type: none"> Reading policies and procedures, qualification guidance and supporting materials for the delivery of your subject Creating handouts, teaching and learning materials Checking spelling, grammar 	<ul style="list-style-type: none"> Communicating clearly and effectively with learners during sessions, as well as with other professionals Asking questions and listening to responses Listening to learners' questions and answering them 	<ul style="list-style-type: none"> Calculating how long various activities will take Interpreting how long learners are actually taking to carry out an activity, and what time they have left to complete 	<ul style="list-style-type: none"> Preparing teaching and learning materials using various applications, media and technology Using e-mail or social media to communicate appropriately with others Using digital media for

	<p>and punctuation</p> <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • action plans • group profiles • handouts • learning materials • programme rationale • scheme of work • session plans • tutorial review records • website or VLE content 	<p>appropriately</p> <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • a visual or digital recording of you speaking to your learners and responding to their questions (with their permission) • a visual or digital recording of a session where you have received feedback from your learners regarding how effectively you communicated with them 	<p>Examples of evidence include:</p> <ul style="list-style-type: none"> • an analysis of the timings of activities carried out by learners during sessions • a statistical analysis of data received from surveys • budgeting for the cost of materials, equipment and resources required throughout the programme • copies of schedules and timetables showing your sessions and the teaching, learning and assessment activities within them 	<p>visual/audio recording and playback of activities and presentations</p> <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • a visual recording of you using technology which you have created/adapted to meet the needs of your learners for activities such as uploading materials to a VLE, communicating and negotiating work activities and agreeing deadlines with learners • screenshots showing appropriate use of social networking, for example, using Twitter to send information to your learners • links to audio, digital and electronic materials and records you have created and used
Assessing	<ul style="list-style-type: none"> • Reading and annotating the qualification specification to ascertain what the assessment requirements are for your subject • Creating assessment activities and materials such as assignments, tests or questions • Completing templates and 	<ul style="list-style-type: none"> • Speaking to learners about the assessment process and how it will be conducted • Asking questions to check a learner's knowledge and understanding, and listening to their responses • Listening to questions and answering them appropriately 	<ul style="list-style-type: none"> • Calculating how long various assessment activities will take • Interpreting how long learners are actually taking to carry out an activity, and what time they have left to complete • Evaluating grades, for example, how many achieved a pass, merit or distinction • Analysing retention and 	<ul style="list-style-type: none"> • Preparing online assessment materials and uploading them to a VLE or other system • Using a computer program or application to create assessment materials • Using e-mail or social networking to communicate appropriately • Using technology for

	<p>forms</p> <ul style="list-style-type: none"> • Checking spelling, grammar and punctuation <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • action plans and assessment plans • assessment activities and materials such as assignments, tests and questions • assessment plans and review records • assessment tracking sheet • feedback records • formative and summative records • observation checklists and reports • professional discussion records • progress reports and tutorial reviews • standardisation records 	<p>Examples of evidence include:</p> <ul style="list-style-type: none"> • a visual or digital recording of you assessing your learners and responding to their questions (with their permission) • a visual or digital recording of you making a decision and giving individual feedback (with your learner's permission) 	<p>achievement rates</p> <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • a statistical analysis of data received from surveys • an analysis of initial and diagnostic test results • an analysis of retention and achievement rates • an evaluation of learners' grades 	<p>assessment activities such as online live observations, video conferencing, polls and surveys</p> <ul style="list-style-type: none"> • Using digital media for visual/audio recording and playback of assessment activities <p>Examples of evidence include:</p> <ul style="list-style-type: none"> • a visual recording of you using technology for assessment activities such as uploading materials online, communicating, marking and giving feedback online • links to audio, digital and electronic materials and records you use • copies of e-mails you have sent (anonymised) • evidence of online communications, polls and surveys
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Reading list

Appleyard N & Appleyard K (2009) *The Minimum Core for Language and Literacy*
Exeter Learning Matters

Clark A (2009) *The Minimum Core for Information and Communication Technology*
Exeter Learning Matters

Education and Training Foundation (2016) [Minimum Core Guidance](#) London
Education and Training Foundation

Gravells A (2017) *Principles and Practices of Teaching and Training* London
Learning Matters SAGE

Peart S (2009) *The Minimum Core for Numeracy* Exeter Learning Matters

Website list

Citizen Maths - www.citizenmaths.com

Computing free support – www.learnmyway.com/subjects

Education and Training Foundation Minimum Core Guidance (2016) -
<https://goo.gl/Th9vp4>

Free online English and maths support - www.bbc.co.uk/skillswise/0/ and
<https://www.foundationonline.org.uk/course/index.php?categoryid=36>

Free online initial assessment for using technology -
<http://wip.exeter.ac.uk/collaborate/itest/>

Free online English audit - <https://study.sagepub.com/content/subject-knowledge-test-english>

Free online maths audit - <https://study.sagepub.com/achievingqts/student-resources/primary-mathematics-knowledge-and-understanding/subject-knowledge>

Reading list for the minimum core - www.anngravells.com/reading-lists/minimum-core